Proposal for Authorization to Implement New Program

Online Bachelor of Professional Studies Degree and Comprehensive Major in Organizational Leadership and Communication

College of Arts and Sciences
University of Wisconsin-Eau Claire

With administrative and financial support from UW-Extension Division of Continuing Education, Outreach and E-Learning
INTRODUCTION

Discussion about an online degree completion program began during the 2009-10 academic year. Data show that there are many residents in the region UW-Eau Claire serves who for various reasons have not completed the Bachelor’s degree and who are not able to leave their homes or workplaces to complete their college education. In addition, Wisconsin ranks 35th in the USA in the percentage of adults with bachelor’s degrees. In contrast, it ranks 8th in the nation in the percentage of residents with Associate of Arts and Sciences, Associate of Arts, and Associate of Sciences degrees. The proposed online degree program is intended to enable residents with associate degrees to complete the bachelor’s degree and thereby qualify for careers that require bachelor’s degrees or to advance in their existing careers.

The recently developed Growth Agenda for Wisconsin identifies needs on the part of state residents, businesses, and communities. As already stated, many Wisconsin residents do not have access to the “traditional” on-campus college education. The proposed online degree program is designed to help implement the Growth Agenda. The program will enable many of these individuals to acquire the knowledge and skills needed for better paying and fulfilling jobs and will develop the workforce for Wisconsin businesses and organizations. Both higher education and better jobs will improve the quality of Wisconsin communities. Local surveys as well as national surveys have shown that the great majority of current and future careers do not require training in specific areas such as nursing or accounting. Rather, employers are looking for workers with adaptable skills that can be applied to a variety of careers: critical thinking, creative thinking, and ethical problem solving abilities; proficiency in written and oral communication skills; collaborative and leadership skills; skills in using behavioral and quantitative data in decision making; skill in using technology in their professions; understanding of how diversity relates to their personal and professional lives; and knowledge about their communities. These skills and knowledge can be applied in businesses, social service agencies, non-profit organizations, and municipal and other government settings. The purpose of the proposed online degree is to develop these skills and knowledge.

The select mission of the University of Wisconsin-Eau Claire is to provide rigorous, intentional and experiential undergraduate liberal education for life and livelihood, to offer multicultural and international learning experiences for a diverse world, to provide opportunities for exemplary student-faculty research and scholarship that enhance teaching and learning, and to provide educational opportunities responsive to the needs of our communities, state, region and beyond.

The proposed online Bachelor of Professional Studies Degree and the Major in Organizational Leadership and Communication grow out of the strengths of UW-Eau Claire. The proposed degree and major are designed to help students develop the breadth of knowledge and skills that represent the core of liberal education: communication, critical thinking, problem solving, and analytical skills, qualities of leadership, teamwork and collaborative abilities. The development of such skills and abilities is a component
of the select mission of UW-Eau Claire as well as one of the goals of the strategic plan of the College of Arts and Sciences. The proposed degree will help students to develop an interdisciplinary and integrative perspective, a goal of both the University and the College of Arts and Sciences. The proposed degree also includes the hallmarks of a UW-Eau Claire degree: a capstone requirement, service learning, and opportunities for faculty/student research collaboration.

1. PROGRAM IDENTIFICATION

**Title of Proposed Program:** Bachelor of Professional Studies Degree and Comprehensive Major in Organizational Leadership and Communication.

**Department of Functional Equivalent:** College of Arts and Sciences.

**College, School, or Functional Equivalent:** College of Arts and Sciences

**Timetable for Initiation:** Pending approval by UW System and the Board of Regents in May 2011, the first classes for the degree will be offered in Fall 2011 with the first graduates in Summer 2013.

**Delivery:** This degree completion program (the second 60 credits of a 120 credit bachelor’s degree) will be delivered fully online. It is not currently offered in any other format by any UW institution.

2. CONTEXT

2.1 **History of Program:** The proposed Bachelor of Professional Studies (BPS) degree and the Comprehensive Major in Organizational Leadership and Communication (OLC) are new programs specifically designed to meet the objectives of the Growth Agenda. Their focus on a liberal education program in organizational leadership and communication is a direct outgrowth of the select mission of the University of Wisconsin-Eau Claire and of the College of Arts and Sciences (CAS). Moreover, the focus of the proposed degree and major is to serve the needs of the region, specifically the needs of adults whose work and family commitments make it difficult for them to earn a Bachelor’s degree in a traditional, on-campus setting. The proposed degree and major thereby directly serve the Growth Agenda by providing a pathway for adults to qualify for better jobs and careers not only in the Chippewa Valley, but throughout Wisconsin.

Formal development of the proposed degree and major began in May of 2010 when a group of interested faculty with the support of UW-Eau Claire Academic Affairs and UW Extension met to discuss the direction for the degree. The faculty group gathered national data regarding online degree completion programs. Many such degrees have been developed,
with many different names. However, none has the emphasis that the proposed degree has: to develop graduates with skills to assume leadership roles in their workplaces and with knowledge of community issues on three levels: local, national and global. A national survey of working adults carried out by Eduventures in October 2007 found that 78% of the respondents preferred the Bachelor of Professional Studies as the degree name for the degree that they would want to complete. We therefore chose Bachelor of Professional Studies for the proposed degree and developed a curriculum based on collaboration between the UW-Eau Claire College of Arts and Sciences and the College of Business. The faculty group’s work culminated in the development of a request for the entitlement to plan the BPS degree and the Comprehensive Major in Organizational Leadership and Communication.

Concurrently, UW-Extension conducted market research to determine the viability of an online Bachelor of Professional Studies degree. In addition, Extension developed a budget model for a self-supporting program. In the start-up phase, Extension assumes the financial risk in developing the degree, relieving the University of this burden. In addition, UW-Extension provides resources to UW-Eau Claire as the host institution to buy-out faculty time for a quarter time academic director, faculty time to develop courses, and faculty time to teach courses. Once the degree is self-supporting and net revenue generating, two-thirds of net revenues revert to UW-Eau Claire, and one-third remains in Extension for further program development.

As development of the proposed degree continued, discussions were held with faculty and administrators at UW-Eau Claire to garner their support. Early in the fall 2010 semester, the proposed plan for the degree was presented to governance bodies and was approved in October of 2010.

**Instructional Setting of Program:** Currently the University of Wisconsin-Eau Claire offers the Bachelor’s degree in numerous areas of study to students who come to campus to pursue the degree. The University has strong undergraduate programs and a distinguished record of faculty/student research collaboration. However, UW-Eau Claire offers no entirely online undergraduate degrees, and only one undergraduate degree, the collaborative Bachelor of Science in Nursing @Home, has an online component.

The proposed Bachelor of Professional Studies grows out of the strong campus programs but is a new venture for UW-Eau Claire in two ways. First, it is a degree that can be completed entirely online. Second, it is designed for a specific group of students: those who have already earned an Associate of Arts and Sciences (AAS) degree at the UW Colleges, or a comparable liberal arts degree at other institutions. Initially the degree will
be marketed to this group. Depending on the interest and enrollment in the
degree program, the degree will be offered to other adult students with
credits comparable to those required for the AAS degree

2.1 **Relation to Mission Statement and Strategic Academic Plan:** The select mission of the University of Wisconsin-Eau Claire includes the following goals

To provide rigorous, intentional and experiential undergraduate liberal education for life and livelihood;
To offer multicultural and international learning experiences for a diverse world;
To provide opportunities for exemplary student-faculty research and scholarship that enhance teaching and learning;
To provide educational opportunities responsive to the needs of our communities, state, region and beyond

The proposed online Bachelor of Professional Studies degree completion program is directly related to the mission of UW-Eau Claire. It is designed to provide liberal education for Wisconsin residents who seek a bachelor’s degree that will improve their livelihood and life. The proposed degree will develop knowledge of the community in local, national, and global contexts. Multicultural and international learning and possibly immersion experiences are a part of the degree requirements. The required capstone encourages students to engage in collaborative research with faculty members. The research projects may be designed to improve students’ workplaces and communities. Finally, the proposed degree is responsive to the needs of the state and region by providing online access to a bachelor’s degree to adults who otherwise would not be able to earn it.

UW-Eau Claire has developed the Centennial Plan, a strategic plan with goals to be attained by 2016, the centennial of the establishment of the University. Improving opportunities for adults with work and family commitments to attain bachelor’s degrees is one goal of the plan. The Eau Claire region includes a fairly large number of adults who “stopped out” before completing their bachelor’s degrees. The proposed online degree will enable the University to serve these students. Aligned with this goal are actions such as enhancing experiential learning opportunities, especially undergraduate research, service learning, and internship programs. The proposed BPS degree will encourage experiential learning: through the service learning and the capstone requirement adults will apply their knowledge and skills to solve problems and help to improve their places of employment and communities. Faculty are also being encouraged to develop partnerships with communities that will promote applied scholarship and research, thereby providing opportunities for the students in the BPS degree program to engage in experiences that will
develop their knowledge and skills. The proposed BPS degree will enable the University to reach a broad audience not only in Wisconsin but throughout the Midwest and elsewhere.

3. PROGRAM DESCRIPTION

3.1 Program Description: The Bachelor of Professional Studies degree with the comprehensive major in Organizational Leadership and Communication is a 60-credit online degree completion program designed for adults who have completed the Associate of Arts and Sciences degree in the UW Colleges and comparable Associate of Arts and Associate of Sciences degrees elsewhere. It enables students to develop knowledge and skills described below.

3.2 Academic Objectives. The academic objectives of the proposed Bachelor of Professional Studies online degree are shared with all Bachelor’s degrees at UW-Claire:

Knowledge of human culture and the natural world
Creative and critical thinking
Effective communication
Respect for diversity among people
Individual and social responsibility

The curriculum of the BPS degree will develop students’ ability to apply the knowledge and skills to their professional settings so that they can define and solve problems ethically, write and speak proficiently, seek out and analyze data needed for effective decision making, understand communities at all levels, and collaborate and lead effectively in their workplaces and communities. The Learning Outcomes are shown below.

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Students will be able to identify and understand a breadth of knowledge across the arts, humanities, natural sciences, and social sciences to enhance their abilities to adapt to a changing workplace.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Students will use behavioral and quantitative data to identify marketplace needs and opportunities and lead their organizations in an ethical and sustainable manner to meet them.</td>
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<tr>
<td><strong>Outcome 3</strong></td>
<td>Students will demonstrate proficiency with written and oral communication skills.</td>
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<td><strong>Outcome 4</strong></td>
<td>Students will develop strong collaborative and leadership skills.</td>
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<tr>
<td><strong>Outcome 5</strong></td>
<td>Students will increase their understanding of how technology relates to their professions.</td>
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<tr>
<td><strong>Outcome 6</strong></td>
<td>Students will articulate ways in which diversity relates to their personal and professional lives.</td>
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<tr>
<td><strong>Outcome 7</strong></td>
<td>Students will expand their critical thinking, creative thinking, and ethical and socially responsible problem solving abilities.</td>
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<tr>
<td><strong>Outcome 8</strong></td>
<td>Students will make connections among disciplines as they relate to theoretical concepts, informational and quantitative literacy, and experiential learning with knowledge about their communities.</td>
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</tbody>
</table>
3.3 **Curriculum:** The Bachelor of Professional Studies degree program at UW-Eau Claire is designed to provide an opportunity for students to focus on the liberal arts and sciences throughout their studies for the Bachelor’s degree, building on the study of the liberal arts and sciences that they will already have completed to earn the Associate of Arts and Sciences degrees. The Associate of Arts and Sciences degree requires at least 60 credits. By Regent policy, students with the Associate of Arts and Sciences degree in the UW Colleges have already completed the General Education and Diversity requirements of UW-Eau Claire Bachelor’s degrees. English competency and mathematics competency courses completed for the Associate of Arts and Sciences degree transfer as equivalent to English 110 and Math 104 or 109, respectively, at UW-Eau Claire.

The requirement for admission will be completion of the AAS degree in the UW Colleges or completion of an Associate degree in liberal studies comparable to the AAS degree. Students who have a significant number of credits but no Associate degree will have their portfolios evaluated for admission consideration. In addition, the UW System is initiating the development of policies for granting academic credit for prior work and other experiences. UW-Eau Claire will develop local policies. Potential students may submit documentation of prior work and other experiences for review. The credits that they may be granted may meet either requirements for admission or requirements for the BPS degree.

The BPS degree comprises the basic baccalaureate structure characteristic of all degrees at UW-Eau Claire, but with emphasis on knowledge and skills that graduates will need in their careers. Like all Bachelor’s degrees in the College of Arts and Sciences, the BPS requires that at least 90 of the 120 credits must be attained in courses offered by or accepted as equivalent to courses in the College of Arts and Sciences. A summary of the BPS degree requirements is shown below.

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Total Credits</td>
<td>120 credits</td>
</tr>
<tr>
<td>Total Upper Division Credits</td>
<td>39 credits</td>
</tr>
<tr>
<td>Total Arts and Sciences Credits</td>
<td>90 credits</td>
</tr>
<tr>
<td><strong>Major:</strong> Comprehensive Major in Organizational Leadership and Communication</td>
<td>60 credits</td>
</tr>
<tr>
<td><strong>University Graduation Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>General Education (by Regent action, the requirement is met through completion of the Associate of Arts and Sciences degree granted by the UW Colleges)</td>
<td></td>
</tr>
<tr>
<td>English Course Competency (met by courses at UW Colleges, equivalent to Engl 110)</td>
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</table>
Mathematics Competency (met by courses at UW Colleges, equivalent to Math 104 or 109)

Foreign Language or Foreign Culture (may include study abroad)

Cultural Diversity (met by courses at UW Colleges)

Wellness/Physical Activity

Service-Learning

University Residency Requirements

<table>
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<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UW-Eau Claire credits</td>
<td>30 minimum</td>
</tr>
<tr>
<td>Minimum UW-Eau Claire credits during the senior year</td>
<td>23</td>
</tr>
<tr>
<td>Upper-division UW-Eau Claire credits in comprehensive major</td>
<td>21</td>
</tr>
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The Comprehensive Major in Organizational Leadership and Communication comprises three seminars of 3 credits each and 51 credits of courses specifically designed to meet the needs of community and organizational leaders. UW-Eau Claire hallmarks such as the capstone course, student/faculty collaborative research, and service learning are available to the students and, in the case of the capstone course and service-learning, are required in the Comprehensive Major in Organizational Leadership and Communication.

The core of the Comprehensive Major in Organizational Leadership and Communication are three seminars:

**PSAS 30X Introduction to Organizational Leadership and Communication**
Introduces principles of effective organizational leadership and communication. Emphasizes the role of writing, speaking, analysis and research in organizational leadership. Prepares students to integrate content and skills from courses across the major. Developed by Mary Hoffman

**PSAS 3XX Using Data to Make Decisions**
Prepares students for the capstone by teaching them to make decisions based on statistical data. Topics include correlation, measures of central tendency, and error. Developed by Jeff Goodman and Jianjun Ji with help from Mary Hoffman.
PSAS 4XX  Organizational Leadership and Communication Capstone

Students engage in a collaborative research experience, internship, volunteer experience or other immersion experience resulting in a final project. The project will require students to demonstrate their knowledge of liberal studies in relation to organizations and communities, use technology and analyze data, and demonstrate skills in leadership and ethical problem solving, creative and critical thinking, and written and oral communication. Developed by Martha Fay

The descriptions of all the courses required in the major are listed in Appendix A. The courses are designed to develop the knowledge, skills, and values needed in professional settings in which the graduates of this program will be working: critical and creative thinking, ethical problem solving abilities, proficiency in written and oral communication, collaborative and leadership skills, knowledge and skill in using behavioral and quantitative data in decision making, skill in using technology in their professions, understanding of diversity in their personal and professional lives, and knowledge about their communities.

Initially, the BPS will have only one track: the Comprehensive Major in Organizational Leadership and Communication. Depending upon changing workplace needs and student interest, additional tracks may be proposed later.

A steering committee will be established with faculty representing the College of Arts and Sciences and the College of Business to oversee the BPS degree and OLC comprehensive major. An Academic Director of the program will be named, with responsibilities to work with the steering committee in the development and implementation of the degree and serve as the contact person for students inquiring about the program. The Academic Director will also provide advising to students and be the liaison between UW-Eau Claire and the Division of Continuing Education, Outreach and E-Learning. As enrollment in the program grows, the advising workload will be monitored. It may be necessary for members of the Steering Committee or faculty who teach in the program to take on advising responsibilities. A classified staff member will be named to assist students with registration, financial aid, and related questions.

Time to Degree: The proposed degree completion program is designed for adult and nontraditional students. Courses will be scheduled to allow for completion of the degree in two years. Each course will be offered during an eight-week period. There will be two eight-week sessions per semester and one eight-week session during the summer. A possible schedule for the 20 courses is shown in Appendix B. Two courses will be offered during each eight-week period. A full-time student will thus be
able to complete the degree in two years, for a total of 10 different courses
offered per year. However, because most students will probably have
significant commitments such as work and family in addition to their
education, they will likely enroll part-time or interrupt their education for
periods of time.

The program will not be cohort based. Students may enter the program at
the beginning of any term and may take the courses in any sequence. The
exceptions to this are the three core seminars. PSAS 30X, Introduction to
Organizational Leadership and Communication introduces students to the
degree program and will be offered at the beginning of each semester and
during the summer session. PSAS 30X is the prerequisite to PSAS 3XX,
Using Data to Make Decisions. PSAS 3XX will be offered once during the
first year and twice during each subsequent year. PSAS 4XX, the capstone
course should be taken during the last eight-week session of the student’s
program.

3.4 Interrelationship with Other Curricula: The proposed BPS degree is an
interdisciplinary degree and will thus engage faculty from a number of
disciplines in the College of Arts and Sciences and the College of
Business. The courses that comprise this degree grow out of the strengths
of the participating disciplines. Many of the courses will be designed
specifically for this degree, and some will be existing courses adapted to
online offering for adults with work and family commitments. The
curriculum of the proposed BPS degree does not duplicate existing
academic programs at UW-Eau Claire.

3.5 Accreditation Requirement: There is no accreditation requirement.

3.6 Diversity: UW-Eau Claire is committed to the inclusive excellence
initiative of the UW System. Like all academic programs at the university,
the proposed BPS degree will strive to enroll, retain, and graduate students
from underrepresented populations. This degree is designed to be
accessible for adults with work and family commitments and other
underrepresented groups: multicultural students, first generation college
students, and low income students. National data show that nontraditional
students seeking to complete the Bachelor’s degree are predominantly
female.

Recruitment and marketing efforts for this degree will be directed to
under-represented populations. Through work with Monster.com. UW-
Extension will leverage advertising space on multiple partner sites in the
“Diversity & Inclusion Network;” BlackPlanet.com, AsianAvenue.com,
MiGente.com, and others. UW-Extension will also advertise this program
in minority-focused newspapers, periodicals, and websites.
UW-Extension has several initiatives currently underway to attract more underrepresented minority students into the UW System. Through UW HELP, brochures focusing on Hispanic and Hmong students are sent to those target groups. UW-Extension also employs a field recruiter who works with employers to encourage employers to support the education of their employees, especially focusing on underrepresented minorities. UW-Extension is also maintaining ethnic information from COBE data that will allow UW-Extension to market specifically to ethnic audiences.

Active recruitment of students from underrepresented groups to the BPS degree is important. Equally important is the provision of support services that students need once they enter the program. The Academic Director of the BPS program and the UW-Extension student advisor/coach will work closely with students to identify barriers to their success, to help them overcome those barriers directly, or to refer them to campus and other resources that will be of assistance to them. The services of the Office of Multicultural Affairs, Adult Opportunity Office, and Career Services will be available to these students. Students may also seek out an adviser from the Advising and New Student Initiatives office who holds meetings once a week in communities in the Eau Claire region to inform and advise adults about degree opportunities at UW-Eau Claire. UW-Extension will maintain online student communities that will allow individuals from diverse ethnic backgrounds to connect with other students who share both cultural similarities and programmatic interests. To ensure that students from underrepresented groups gain access to the BPS degree and are successful in the program, one of the areas of assessment will focus on diversity.

As Outcome 6 of the BPS program (p. 6) indicates, through required coursework students in the BPS program will develop knowledge and understanding of ways in which diversity relates to their personal and professional lives. In addition, understanding communities at the local, national, and global level is a part of the curriculum of the BPS. Students will develop an understanding of how international issues may affect their places of employment and their local communities. Both the service learning and capstone requirements can be used to develop research and service projects in which students can apply and broaden their understanding of international issues as they relate to their potential careers.

3.7 **Collaboration:** The proposed BPS degree completion plan was developed collaboratively by the College of Arts and Sciences and the College of Business at UW-Eau Claire. The University will collaborate with the UW Colleges to ensure that the students seeking the AAS at the Colleges will have appropriate coursework to avoid delays in the completion of the BPS. UW-Eau Claire will also collaborate with UW-Extension in developing the online components of the degree, marketing, recruitment, and student coaching. Currently the BPS degree is being proposed with a single track,
a defined curriculum in Organizational Leadership and Communication. As we monitor employment and education needs in the region, additional tracks may be developed and this may involve collaboration with other institutions.

3.8 Outreach: The proposed online degree program is an outreach effort by UW-Eau Claire. The program is maximally accessible to adults with work and family commitments. It also provides access to all student services to ensure that adults receive the support that they need to succeed in the program. As the online degree is offered, feedback will be sought from enrolled students and their potential employers to ensure that it serves the students’ life and career needs and develops the skills that employers desire.

3.9 Delivery Method: The 60 credits that comprise the BPS degree and the Organizational Leadership and Communication major will be offered entirely online. The 60 credits required for admission to the BPS degree can be completed in face-to-face, blended, or online programs offered by UW System institutions or other higher education institutions that offer comparable coursework.

4. NEED

4.1 Comparable Programs in Wisconsin: UW-Eau Claire is the first institution in the UW System to propose the Bachelor of Professional Studies offered by the College of Arts and Sciences. Some universities have Colleges or Schools of Professional Studies that offer Bachelor of Arts or Bachelor of Sciences degrees, but not the Bachelor of Professional Studies degree. This makes the proposed BPS degree distinctive: its curriculum emphasizes liberal studies to develop the knowledge/values, and skills needed in the workplace. As we indicated earlier, working adults prefer the name of the degree to be Bachelor of Professional Studies.

Several UW System universities offer degree completion programs that are online, hybrid, or collaborative: for example, UW-Green Bay, 6 degree completion programs; UW-Oshkosh, 6 degree completion programs; and UW-Superior, 4 degree completion programs. None of the existing degree completion programs has the focus of the proposed BPS program. The proposed UW-Eau Claire degree integrates specially designed liberal education courses in science, history, literature, political science, sociology, and philosophy with 15 credits of business courses developed by the College of Business specifically for this program. The entire 60 credit program is designed to provide the student with a broad and integrated understanding of organizations, whether business, social
services, or civic, in the context of local, national, and international communities.

4.2 **Comparable Programs Outside of Wisconsin:** Nationwide, many universities, both public and private, offer degrees or degree completion programs, whether online or blended. As in the case of such degrees in Wisconsin, the objectives and content of the degrees do not match those of the proposed BPS degree.

4.3 **Regional, State, and National Needs:** Career services offices at many universities describe employers’ interest in graduates who can adapt to a changing workplace and world. Changing workplace demands require intellectual flexibility, the ability to deal with variety and ambiguity, multicultural competence, and scientific and technological literacy. The proposed online BPS degree and the Organizational Leadership and Communication major are designed to develop knowledge, intellectual skills, and habits of mind that will position students well for many opportunities in the 21st-century workplace. Moreover, according to the U. S. Department of Labor data, occupations for which demand is expected to grow are precisely those that will require the knowledge and skills developed by the BPS degree: for example, public relations, social and human services assistants, advocacy and grantmaking in civic organizations, management and sales occupations in broadcasting, program management, administration, and customer service representatives in local state, and federal government agencies. All these occupations require employees to have Bachelor’s degrees with strong communication skills, administrative/management and leadership skills, and an understanding of organizations and the local, nationals, and global context in which the organizations function.

In Wisconsin, about 1100 students are enrolled in the UW College online program. About 770 are nontraditional students. Approximately 200 complete the AAS degree each year. The two UW Colleges nearest to UW-Eau Claire, Barron County and Marathon County, enroll about 120 and 345 nontraditional students, respectively, each year. Most of them prefer to continue their education locally or nearby, indicating considerable potential demand for the proposed BPS degree.

In surveys conducted two years ago of students at UW Colleges and of residents of the region surrounding UW-Eau Claire who had completed some college work ("stop-outs"), respondents indicated an interest in completing an online degree, as shown below.
Stop Outs: Do you have an interest in completing an online bachelor’s degree now or in the future?

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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>61</td>
<td>55%</td>
</tr>
<tr>
<td>2</td>
<td>Undecided</td>
<td>28</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>21</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>110</td>
<td>100%</td>
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Colleges: Do you have an interest in completing an online bachelor’s degree now or in the future?

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<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>96</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>Undecided</td>
<td>45</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>148</td>
<td>100%</td>
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The UW-Eau Claire Office of Continuing Education conducted a survey of 139 students (ages 26+) in the UW Colleges and of 88 “stop-outs” during summer 2010 with the results shown below.

Colleges: How likely are you to pursue an online bachelor’s degree in the next 2 – 3 years?

<table>
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<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
<td>Highly likely</td>
<td>65</td>
<td>47%</td>
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<tr>
<td>2</td>
<td>Likely</td>
<td>31</td>
<td>22%</td>
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<tr>
<td>3</td>
<td>Somewhat likely</td>
<td>37</td>
<td>27%</td>
</tr>
<tr>
<td>4</td>
<td>Unlikely</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>139</td>
<td>100%</td>
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Stop Outs: How likely are you to pursue an online bachelor’s degree in the next 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highly likely</td>
<td>24</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>Likely</td>
<td>22</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat likely</td>
<td>33</td>
<td>38%</td>
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<tr>
<td>4</td>
<td>Unlikely</td>
<td>9</td>
<td>10%</td>
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<td></td>
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</tbody>
</table>

Only 6-10% of the respondents in both groups said that they were unlikely to pursue an online degree.

A high percentage of both groups indicated that they would choose UW-Eau Claire for completing the online bachelor’s degree, as shown below. Their main reason for choosing UW-Eau Claire was the quality of the programs offered.

Stop Outs: Do you have an interest in an online bachelor degree completion program at UW-Eau Claire?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>59</td>
<td>67%</td>
</tr>
<tr>
<td>2</td>
<td>Undecided</td>
<td>27</td>
<td>31%</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>88</td>
<td>100%</td>
</tr>
</tbody>
</table>

Colleges: Do you have an interest in an online bachelor degree completion program at UW-Eau Claire?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>67</td>
<td>48%</td>
</tr>
<tr>
<td>2</td>
<td>Undecided</td>
<td>66</td>
<td>47%</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>140</td>
<td>100%</td>
</tr>
</tbody>
</table>

When asked about courses in an online degree completion program that respondents would find the most useful, their choices were as follows:
Courses UW-Colleges and Stop-Outs Would Find Most Useful in an Online Degree Completion Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>UW-Colleges</th>
<th>UW-Eau Claire Stop Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>79%</td>
<td>65%</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Communicating Effectively as a Leader</td>
<td>63%</td>
<td>60%</td>
</tr>
<tr>
<td>Current Software Programs</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>Project Management</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>Managing People</td>
<td>57%</td>
<td>49%</td>
</tr>
<tr>
<td>Local Issues Related to My Profession</td>
<td>59%</td>
<td>48%</td>
</tr>
<tr>
<td>National Issues Related to My Profession</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing Effectively for Business and Organizational Purposes</td>
<td>51%</td>
<td>42%</td>
</tr>
<tr>
<td>Information Retrieval Sources</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td>Working in a Diverse Environment</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>Global Issues Related to My Profession</td>
<td>42%</td>
<td>39%</td>
</tr>
<tr>
<td>Communicating Effectively in Small Groups</td>
<td>40%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Many additional courses in all these areas received responses from 30% or more respondents. The responses are shown in graphs in Appendix C.

The results of this survey show that there is a market demand for the types of knowledge and skills that will be developed by the proposed BPS degree and Organizational Leadership and Communication major. The curriculum for the program was intentionally constructed to provide potential students with the knowledge and skills that they find the most useful.

As already mentioned, Wisconsin ranks low among the states in the percentage of residents with Bachelor’s degrees and very high in the percentage of residents with Associate’s degrees. Residents who have completed the Associate degree are a large source of potential applicants to online bachelor’s degree completion programs such as the proposed BPS degree. Residents who have completed college credits (some as many as 90 credits) also represent a sizable pool of potential applicants. Offering this program will enable UW-Eau Claire to achieve its target contributions to the UW-System Growth Agenda.

In addition to regional interest, the national market for online education is growing about 20% annually. Campus-based enrollments grow about 1.2% nationally. Hence, this degree provides UW-Eau Claire an opportunity to connect with the community and region, and also to cast a wider, national, and international net.
4.4 **Student Demand—Future Enrollment.** UW – Extension has developed the following estimates concerning the likely enrollment in the BPS over the next ten years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment (seat count)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>96</td>
</tr>
<tr>
<td>2012-13</td>
<td>270</td>
</tr>
<tr>
<td>2013-14</td>
<td>360</td>
</tr>
<tr>
<td>2014-15</td>
<td>504</td>
</tr>
<tr>
<td>2015-16</td>
<td>700</td>
</tr>
<tr>
<td>2016-17</td>
<td>800</td>
</tr>
<tr>
<td>2017-18</td>
<td>900</td>
</tr>
<tr>
<td>2018-19</td>
<td>950</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,000</td>
</tr>
<tr>
<td>2020-21</td>
<td>1,000</td>
</tr>
</tbody>
</table>

4.5 **Collaborative or Alternative Program Exploration:** At UW-Eau Claire, the proposed BPS degree will be the first online undergraduate degree to be offered. There is no existing program offered on campus in which the proposed program could be a submajor. On the contrary, the Bachelor of Professional Studies degree could potentially become an umbrella degree within which comprehensive majors with different specializations could be offered.

As already mentioned, it is possible that as we monitor employment opportunities and needs, additional tracks may be developed in the BPS degree. Collaboration with other institutions may become very appropriate in the development of future programs within the BPS.

4.6 **On-campus program:** The proposed BPS degree completion program will be offered only online.

5. **ASSESSMENT AND ADVISING**

5.1 **Assessment:** This program will be assessed through multiple qualitative and quantitative evaluation tools. These tools include but are not limited to course evaluations; interviews and discussions with faculty, academic advisors, students and employers; and surveys from campus Career Services. The Advisory Board will provide feedback about the program to the Academic Director for annual program review purposes.

To determine how well the learning outcomes are being met, and how well students are mastering the areas of competence, a comprehensive assessment plan will be developed with standardized rubrics to assess the artifacts in each course and the final project in the Capstone. Each course will assess student mastery using artifacts required in the course: for example, papers, class projects, and exams. Embedded assessment will be used to determine to what extent the learning outcomes listed on p. 6-7 are being met. The Academic Director and the Steering Committee will review the assessments and provide feedback to the instructors. Appendix D shows the alignment of the outcomes with the courses in the program. The Capstone will be used to assess how well students integrate the
knowledge and skills in relation to a particular problem or issue. The final project required in the Capstone will be used to assess student attainment of all eight outcomes: students will have to demonstrate their knowledge of liberal studies in relation to organizations and communities, use technology and analyze data, and demonstrate skills in leadership and ethical problem solving, creative and critical thinking, and written and oral communication.

Students will also complete evaluations of instruction for each course that they take. The Academic Director will meet semi-annually with the BPS Steering Committee to discuss data for each course and how well students have reached the course objectives and program learning outcomes. In addition, the faculty teaching in the degree program will meet annually to discuss the program, how well students are meeting the learning outcomes identified, and related issues. Each course will be reviewed annually for immediate minor revisions. Extension will support updates to the courses every two years.

Along with evaluation of instruction in each course, students will be asked to indicate their satisfaction with their progress in the program, interaction with instructors and student services, the online mode of delivery, and the technology. Student services, instructional, and business office personnel will meet annually to review processes and concerns and to make adjustments as necessary.

Each semester the Academic Director and UW-Extension will collect and monitor data on new enrollments, retention rates, and graduation rates. Since this program is part of the UW Growth Agenda, pertinent student demographics will also be collected to determine whether the degree is reaching adult students, and if students in the program are part of a traditionally underserved demographic (as defined by UW System). Program graduates will be surveyed to determine success in securing employment upon completion of the BPS program and regarding the types of roles and careers that graduates have entered.

5.2 Advising: Because of the online delivery mode of the BPS degree, student support and student advising will have high priority. A number of measures will be put in place to ensure that students have the support they need to successfully progress through this program, graduate in a timely manner, and gain good employment in Wisconsin. The Academic Director of the BPS degree will be the students’ contact with the program and the University. The Director will be the students’ primary academic adviser. Not only questions about degree requirements and progress toward the degree, but questions about registration, financial aid, and related services will be answered by the Director. As enrollment in the program increases, it may be necessary to recruit members of the Steering Committee and/or
faculty members who teach in the program to also serve as advisers. To the extent possible, students in this program will receive the same comprehensive advising from the Director and other faculty as do students on campus.

In addition, a full-time advisor or “student success coach” will be dedicated specifically to this degree. The advisor/coach will be housed in UW-Extension, be accessible to students online and via phone, and work in concert with the Academic Director and student services staff at UW-Eau Claire. The advisor/coach will track students’ progress and check-in with students regularly. She or he will communicate concerns to the faculty to ensure that small problems are resolved quickly and well before they hamper students’ abilities to succeed in the program.

UW-Extension is also expanding its portfolio of student services and creating an online Learning Community that will serve as a multi-functional “place” for students to go to get support, engage in social networks centered around academic areas, and access services. Through the Learning Community students will be able to use SKYPE video-communication so that online students can speak with and see the advisor/coach. Faculty teaching in the program will also have SKYPE connectivity so that they can hold virtual office hours and engage with students “virtually” face-to-face. In addition, other Learning Community components include online support to students in the form of an online writing lab, online readiness assessment for online learning, online social networking, and direct, online access to other Extension resources such as Cooperative Extension, Public Broadcasting, and Small Business Development Centers. These resources are particularly valuable to adult and nontraditional students who have multiple needs and priorities and might need help not only academically but also for family wellness, broad information, job help, etc.

5.3 **Access for Individuals with Disabilities:** The online BPS degree program will be accessible to individuals with disabilities. All course materials and delivery will adhere to strict accessibility requirements to ensure access to students with special needs.

6. **PERSONNEL**

6.1 **Current Faculty Requirements:** The faculty that will be involved with the proposed BPS degree is sufficient to meet the needs of the degree, given that UW Extension will provide resources to hire replacements for teaching on-campus courses.

6.2 **Additional Faculty Requirements:** No additional faculty will be needed to initiate the program. Depending upon the demand for the degree and
growth in enrollment, additional instructors may be needed. Their salary costs, including fringe benefits, will be covered by program revenue.

6.3 Academic Staff: UW Extension is providing financial support to cover partial salary and fringe benefits for an academic staff Program Manager with in the UW-Eau Claire Continuing Education office who will assist the Academic Director.

6.4 Classfied Staff: Administrative support for the program will be provided through the UW-Eau Claire Continuing Education office using existing classified staff/FTE to include specialty administrative staff and program associates.

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</tr>
</thead>
<tbody>
<tr>
<td>Participating Instructional FTE</td>
<td>0.67</td>
<td>1.50</td>
<td>1.67</td>
<td>2.00</td>
<td>2.33</td>
<td>2.67</td>
<td>3.00</td>
<td>3.17</td>
<td>3.33</td>
<td>3.33</td>
</tr>
</tbody>
</table>

7. ACADEMIC SUPPORT SERVICES

7.1 Library Resources: The UWEC Library will allocate $1500 annually for e-books and other electronic materials that will need to be added to its collections for support of the proposed BPS degree.

7.2 Access to Student Services: Students in the proposed BPS degree program will be able to reach the program advisor/coach, an employee in the UW Extension office, through several means: Toll free phone number, email, free video/audio internet call via SKYPE, and internet chat. The advisor/coach will be available Monday – Friday from 8:00 am - 5:00 p.m. In addition, UW-Extension student services for general advising, program information, registration help, etc. are available M.-Th. 8 am - 8 pm; F. 8 am-5 pm; Sa. 8 am - 2 pm; and Su. 2 pm - 8 pm.

Each student admitted to the BPS degree program will also have access to the Director of the BPS Degree program for assistance with admissions, financial aid, registration, and academic advising. The Director can be reached by phone and/or online following similar protocols as for on-campus students.

The student advisor/coach in UW-Extension will work with students from their initial interest in the program. That position will help students through the application process and help student move to the home institution for initial credit evaluation and campus-specific advising. The UW-Extension advisor/coach will track students’ general progress throughout the program, working with students to maximize their success and to expedite the time to degree.
7.3 Access to Library and Learning Resources. The UWEC library can be accessed via the following link: [http://www.uwec.edu/library/](http://www.uwec.edu/library/). In addition, a small page lists some specific links to helpful information for distant learners: [http://www.uwec.edu/Library/distance/index.htm](http://www.uwec.edu/Library/distance/index.htm)

Students enrolled in the BPS program will have the same access to online library resources as students on campus. Additionally, the UW System provides inter-library transfers within the UW System. Online courses will be designed to maximize the use of web resources and e-books in the curriculum. Textbooks will be provided by Extension Division of Continuing Education, Outreach and E-Learning (UW-Extension) virtual bookstore, MBS. Students may order texts online or via a toll free call.

In addition to traditional UW System library resources, UW-Extension will provide online learning resources. Students will be able to utilize the Online Writing Lab (OWL) housed in and staffed by UW-Extension. This tutorial service offers online assistance for students who need extra writing help.

UW-Extension also offers a READI assessment that students may take to evaluate their readiness for online learning. If a student requires additional assistance in a particular area, UW-Extension will provide online links to learning resources.

Finally, UW-Extension will host a course “How to Take an Online Course” for the purpose of tutoring students new to online learning.

7.4 Technical Support. Technical support is currently provided 7 days per week between 6:00 a.m. and 1:00 a.m. via email or a toll free call by UW-Extension and by Learn@UW. UW-Extension provides technical support M-Th 8 am - 9 pm; F 8 am - 4:30 pm; and Su. 1 pm - 9 pm. Technical support during the remaining hours is provided by Learn@UW. Between 1:00 a.m. and 6:00 a.m. students may leave a voice mail for tech support call back or access the Frequently Asked Questions page or fill out an online ticket request for help. Additionally, tutorials will be available online through the D2L platform to instruct on basic online course tech support issues. As courses are developed, concerted efforts will be made in the design process to minimize complexity from the user’s perspective while proactively working with students to ensure that they can access and use online courses without difficulty.

Technical support is also currently provided by UW-Extension to faculty developing courses and teaching in the program. In addition to online and phone support, UW-Extension course designers travel to partner campuses
to work with faculty to help them develop their courses. UW-Extension also holds periodic online course development retreats to inform instructors about emerging technologies and to help them incorporate new technologies into their courses.

Extension will host the D2L platform for this program and monitor related hardware and software.

8. **FACILITIES – EQUIPMENT**

8.1 **Capital Resources – Existing Facilities and Capital Equipment:** The proposed BPS degree is an online program and therefore no additional capital resource needs are anticipated.

8.2 **Capital Budget Needs – Additional Facilities and Capital Equipment:** No additional capital budget needs are anticipated.

8.3 **Clinical Facilities.** Not applicable

8.4 **Security:** All course materials, student submissions, and related material will be housed on secure servers maintained by Learn@UW. The academic integrity of student submissions and requisite use of learning resources will be monitored by faculty teaching courses in this program, as well as by the advisor/coach dedicated to this program.

9. **FINANCE**

9.1 **Operating Budget and Budget Narrative Budget Narrative.** The full operating budget is shown on following page.
## Operating Budget

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
<td>Projected</td>
</tr>
</tbody>
</table>

### Program Assumptions
- **Number of Courses Developed**
  - 10
  - 10
  - 20
  - 20
  - 30
  - 30
  - 30
  - 40
  - 40

- **Number of Courses Offered**
  - 20
  - 20
  - 30
  - 30
  - 30
  - 30

- **Number of Course Sections**
  - 12
  - 22
  - 21
  - 18
  - 18
  - 18
  - 18

- **Average Enrollments per Course Section**
  - 30
  - 50
  - 70
  - 80
  - 90
  - 100
  - 1,000

- **Enrollments (seat count)**
  - 702
  - 500
  - 304
  - 200
  - 100
  - 100

- **Student Credit Hours**
  - 288
  - 90
  - 40
  - 32
  - 28
  - 26

- **Tuition per Credit**
  - 375
  - 390
  - 405
  - 420
  - 435
  - 450

### Revenues
- **General Purpose Revenues**
  - 108,000
  - 314,685
  - 435,780

- **Program Revenues**
  - 108,000
  - 314,685
  - 435,780

### Total Program Revenue
- 108,000
- 314,685
- 435,780

### Program Investment
- **Faculty Content Development**
  - 50,000
  - 50,000

- **CEOEL Development - new courses**
  - 316,800
  - 325,600

### UW Institution - Program Support
- **Program Director / Program Support**
  - 25,000
  - 25,000

- **Faculty Course Instruction (S&E)**
  - 60,000
  - 135,000

- **Registrar Services**
  - 4,000
  - 9,000

- **Marketing – Local**
  - 5,000
  - 5,000

### CEOEL - Program Support
- **Program Mgt/Student Services**
  - 7,000
  - 10,000

- **Course Revisions**
  - 0
  - 0

- **Course Maintenance**
  - 2,040
  - 5,280

### Total Investment & Support Costs
- 643,340
- 762,380

### Cash Flow
- (535,340)
- (447,695)
Budget Narrative
The initial development and launching of the program is possible due to the 2007-09 Growth Agenda GPR funding for the UW-Extension Adult Student Initiative. These funds will provide start up resources until the program can be self supporting. The budget is built on the program being self supporting within five years of implementation. UW-Extension is underwriting the investment to develop the program’s 20 courses and will also fund UW-Eau Claire’s and UW-Extension program support costs until the program begins to generate revenues in excess of expenses. Thus current and additional expenses will be funded through a combination of GPR and program revenues.

[Note: salaries will be funded with General Purpose Revenues (GPR) funds until sufficient program revenue (PR) is available to fund those positions. While positions are funded by GPR dollars, no fringe will be included in transfers, since campuses do not pay fringe on GPR-funded salaries. Once the positions are moved to PR funds, fringe will be transferred with salary dollars to campuses. The fringe rate will be based on the annual FY 104/189-2 credit program revenue fringe benefit rates published by UW System each budget year.]

Program tuition will be set at $375/credit for FY11-12. Students will not be charged any additional fees as part of the program, except for the costs of their books. This tuition rate is based on market demand estimates as well as comparisons with other online programs in the UW System and nationally.

This budget model is very conservative with enrollment estimates well below the expected enrollments for the first three years. If the program does not generate the expected enrollments, the marketing effort will be reevaluated and adjusted to better reach the intended students.

Because this will be a single host campus program, the course development and teaching load will be assumed in whole by UW Eau Claire. Faculty FTEs to teach in this program will be reallocated from within the institution and no new faculty positions are required. The initial funding from UW-Extension is expected to cover the costs of instruction in this program during the first five years. As the program grows and additional faculty members are needed, their salary costs, including fringe benefits, will be covered by program revenue to ensure full cost recovery. Some costs--such as costs to convert classes to online formats--will decrease over time as the online conversion and development process is completed. Other costs--such as faculty instruction--will increase over time as more classes are taught or as new sections are added.

Other budget assumptions include:
- The financial model represents potential program financial results based on a set of assumptions at a given point in time. The financial model is updated annually with actual program results and projected out based on actual results and also new/revised program assumptions known today or foreseen in the future.
• Projected increases in the number of courses and students are based on market research and the demand for this type of degree program.
• The Memorandum of Understanding outlines the investments and committed resources to support the development and initial launch of the program until the program becomes full program revenue cost recovery at which time revenue sharing will begin.
• A $15.00 tuition increase per fiscal year is reflected in the financial models and is subject to campus approval.

Revenues
UW-Extension Growth Agenda Adult Student Initiative GPR will be used to underwrite the development of the 20 courses in the BPS curriculum. GPR will also fund program support costs in excess of program revenues. Anticipated revenue is expected to offset the cost of the program by the fifth year.

Program Investment
UW – Eau Claire faculty and UW – Extension instructional designers will jointly develop the 20 BPS courses over the first two years, $742,400. This is composed of faculty course development (.125 FTE and $5,000 per course), and UW-Extension instructional course design/development (440 hours and $31,680 per course).

UW Institution - Program Support
• **Program Management.** UW Extension CEOEL will allocate $25,000 salary plus fringe (and .25 FTE) to UW-Eau Claire Continuing Education annually to support salary for the campus-defined Academic Director and CE Program Manager.
• **Course Development.** UW Extension CEOEL will allocate up to $5000 plus fringe (and .125 FTE) to UW-Eau Claire Continuing Education to support individual faculty in the development and/or conversion of course materials for online delivery that fits the approved degree curriculum; and, to support local CE administrative staff for this process. The technical aspects of course conversion will be supported by CEOEL staff.
• **Course Instruction.** UW Extension CEOEL will allocate up to $7500 plus fringe (and .125 FTE) to UW-Eau Claire Continuing Education for each faculty member to instruct a course.
• **Faculty Content Revisions.** It is assumed that starting in the third year of the program, five courses will be updated per year (5 @ $2,500 = $12,500).
• **Campus Academic Support.** UW Extension CEOEL will allocate $5000 in salary (and .125 in S&E dollars) will be allocated annually to UW-Eau Claire Continuing Education for distribution to campus academic support units to support unique academic functions for the degree in the areas of student registration, financial aid, admissions, tuition payment/processing, etc. as justified and deemed appropriate by the CE Director and by the UW-Eau Claire Provost.
• **CE Office Supports.** UW Extension CEOEL will allocate $500 per course offered to UW-Eau Claire Continuing Education unit (in S&E dollars) to cover the costs of administrative functions provided by that office.
• **BPS Local/Regional Marketing**… UW Extension CEOEL will allocate $7,000 in S&E to UW – Eau Claire Continuing Education for local advertising and promotion as soon as the program is approved by the Board of Regents. CEOEL will provide marketing design materials as well as a marketing plan. Additional marketing funds will be negotiated annually once initial marketing efforts have been evaluated.

**UW-Extension CEOEL – Program Support**

- UW Extension CEOEL will provide a 0.50 FTE Academic Program Advisor and Students Services Coordinator to the program at $52,500 in year 1 FTE, $52,500 in year 1 and 2 to coordinate division program supports. In year 3 and beyond the academic Program Advisor will be program revenue funded plus fringe.
- UW Extension CEOEL Instructional Designers will be responsible for course maintenance to prepare the courses to run in D2L (40 hours and $2,880 per course section). Additionally, it is assumed that 5 courses will be updated or revised every two years (300 hours and $22,800 per course).
- UW Extension CEOEL will market the program statewide and nationally.

**Net Cash Flow**

It is projected that the program will attain program revenue cost recovery within five years of its initial launching. Once the program becomes self-supporting (i.e., program revenues exceed program expenses), net revenues will be split between UW-Eau Claire and UW-Extension with one-third being retained by UW Extension – CEOEL for future program development and two-thirds by UW-Eau Claire (one-half transferred to the participating Colleges relative to the enrollments in the courses offered by each and one-half by UW-Eau Claire Continuing Education consistent with the established UWEC CE/Extension Revenue Sharing Plan).

9.2 **Operating Budget Reallocation: Not applicable.**

9.3 **Extramural Research Support**

The Director of the BPS degree completion program will work with the Office of University Research and Sponsored Programs to seek internal support for faculty/student collaborative research. Such funds will be particularly helpful for student projects in the BPS Capstone. The Office will also assist in identifying sources of external grants and provide summer stipends for faculty to develop external grant proposals.

9.4 **Costing Methodology.** The proven and extensive UW – Extension market analysis process was used to conservatively estimate enrollment and associated expenses/revenues.
9.5  **Commitment to Maintain Program**

UW-Eau Claire and Extension will review the program annually. The Academic Director, faculty, and administrators will evaluate upcoming needs and revise the program as needed. UW-Extension, as the fiscal agent for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively by the University and UW-Extension.

UW-Extension will continue to provide technical expertise, manage IT services and related equipment and software, and provide financial planning and fiscal oversight.

UW-Eau Claire is committed to ensuring that appropriate faculty members teach in the program. UW-Extension will work with the University so that courses are developed and updated on a regular schedule that ensures quality. Every online course will be significantly updated every two years. Most courses will require minor updates annually.
Appendix A

Course Descriptions

The Three Core Seminars—9 credits

PSAS 30X Introduction to Organizational Leadership and Communication
Introduces principles of effective organizational leadership and communication. Emphasizes the role of writing, speaking, analysis and research in organizational leadership. Prepares students to integrate content and skills from courses across the major. Developed by Mary Hoffman

PSAS 3XX Using Data to Make Decisions
Prepares students for the capstone by teaching them to make decisions based on statistical data. Topics include correlation, measures of central tendency, and error. Developed by Jeff Goodman and Jianjun Ji with help from Mary Hoffman

PSAS 4XX Organizational Leadership and Communication Capstone
Students engage in a collaborative research experience, internship, volunteer experience or other immersion experience resulting in a final project demonstrating the integration of the practice of skills with the application of knowledge from the major. Developed by Martha Fay

Required Knowledge/Skill/Values Courses—51 credits

CS 290 Introduction to Data Management
An introduction to managing data using technology. Topics include understanding the different types of data, managing data using spreadsheets and databases, creating application macros to manipulate data, and designing and implementing databases. Developed by Joline Morrison

POLS 3XX The Psychology of Public Opinion
Looks at the ways in which individuals and groups form opinions on issues of relevance to themselves and their communities as well as examining the ways in which opinion can be measured and mis-measured. Developed by Geoff Peterson

CJ 3XX Communication in Relationships and Cultural Contexts
Emphasizes skills and knowledge for competent communication in interpersonal contexts and in globally and domestically diverse situations. Analysis and application of principles and theories including conflict, self-concept and self-presentation within and between diverse populations. Developed by Nicole Schultz

CJ 3XX Communication in Organizations Perspectives and Applications
Explores the role of competent communication in organizational effectiveness and member satisfaction. Reviews major perspectives and key theories of organizational
communication, and builds skills for leadership and management in corporate and community organizations. Developed by Martha Fay

**CJ 3XX Communicating Effectively in Teams and Groups**
Theories, concepts and skills to enhance communication in community and professional groups and teams. Includes problem-solving, decision-making, conflict resolution, team-building, and leadership. Developed by Nicole Schultz

**CJ 4XX Analyzing and Improving Organizational Communication**
Emphasis on assessing organizational communication needs, and designing, implementing and evaluating strategies to address them. Focus on enhancing messages for external audiences, as well as training and development, supervision, and change messages for internal audiences. Developed by Mary Hoffman

**PHIL 3XX Ethics in the Professions and the Community**
Major ethical theories and their applications in the professions and in community affairs: Kant, Mill and Utilitarianism, virtue ethics (Aristotle, Rand), social contract (Rawls, et al.) A survey of professionalism and key ethical issues in medicine, law, business, computing, and government. The course will try to identify principles that apply across the professions. Students will write papers on specific issues. Developed by Bob Greene

**HIST 3XX Local History/Global History**
Students will examine the connections between the history of Wisconsin and the broad forces of global history. Topics include first peoples, expansion of world trade, colonization, long-distance immigration, the development of new societies, and globalization. Developed by Oscar Chamberlain

**ECON 3XX Economic Analysis of Urban Areas**
This course examines the location decisions of households and firms. We will study how market forces shape cities and the role of the government in land use patterns. Urban transportation and housing will be included. Developed by Maria DaCosta

**IDIS 3XX The Workforce in Art, Literature, and Music**
Students will examine the ways that different professions and professional communities are represented in art, literature, and music. Topics include urban/rural work; employer/employee relations; and race/class/gender/sexuality in the workplace. Developed by Elizabeth Preston, Vanissa Murphy, and David Brock

**SOC 3XX Sociology of Work**
Provides an overview of the nature of work and occupations including the general history of work, the basic types of work and structure of occupations, current employment trends, issues of inequality and work, problems of work/life balance, and policy issues associated with work. Developed by Melissa Bonstead-Bruns
**IDIS 3XX Science and Society**
This course examines how science affects our social, cultural, economic, and political lives. Emphasis will be on the ethical, legal, and social issues arising from the knowledge, advancements, applications, and technologies gained from natural sciences.

**PSB 3XX Principles of Management, Leadership and Project Management**
Managerial function of planning, organizing, directing and controlling as they apply to organizations are discussed. Principles of leadership, motivation and project management as they relate to the role of the individual and team applications are examined. Proposed developer - Nancy Hanson Rasmussen

**PSB 3XX or 2XX Business Communication for Today’s Workforce**
Students focus on oral and written business communication theory and practice to enhance their communication skills. The use of technology for communicating in today’s business environment is explored. Proposed developer - Cindy Hoffacker

**PSB 3XX Marketing and Selling Your Ideas**
The course examines how profit and non-profit organizations identify and evaluate customer needs by offering need satisfying products and services. It examines how individuals promote can their ideas in a persuasive manner. Proposed developer - Jerry Kollross

**PSB 3XX Human Resource and Legal Issues in the Workplace (or for Managers)**
Recruiting, selection, appraisal, training, reward systems and employee relations in the workplace are examined. Equal Opportunity Law and international human resource issues as well as basic workplace legal issues are addressed.

**PSB 3XX Accounting for the Workplace**
An introduction to basic accounting concepts students encounter in their lives. Financial statements are analyzed to reveal the financial health of a person or organization and how to include financial information when making decisions about investing, borrowing and budgeting. Proposed developer – D’Arcy Becker
Appendix B

Course Calendar

**Year I**

**Fall I**
- PSAS 30X Introduction to Organizational Leadership and Communication
- CJ 3XX Communication in Relationships and Cultural Contexts

**Fall II**
- PSB 3XX or 2XX Business Communication for Today’s Workforce
- PSB 3XX Human Resource and Legal Issues in the Workplace (or for Managers)

**Spring I**
- SOC 3XX Sociology of Work
- PSB 3XX Marketing and Selling Your Ideas

**Spring II**
- CJ 3XX Communication in Organizations Perspectives and Applications
- PSAS 3XX Using Data to Make Decisions

**Summer**
- CS 290 Introduction to Data Management
- IDIS 3XX The Workforce in Art, Literature, and Music

**Year II**

**Fall I**
- CJ 3XX Communicating Effectively in Teams and Groups
- PSB 3XX Principles of Management, Leadership and Project Management

**Fall II**
- CJ 4XX Analyzing and Improving Organizational Communication
- ECON 3XX Economic Analysis of Urban Areas

**Spring I**
- PHIL 3XX Ethics in the Professions and the Community
- PSB 3XX Accounting for the Workplace

**Spring II**
- HIST 3XX Local History/Global History
- IDIS 3XX Science and Society

**Summer**
- PSAS 4XX Organizational Leadership and Communication Capstone
- POLS 3XX The Psychology of Public Opinion
Appendix C

Responses of UW College Students and “Stop-Outs” to Questions regarding Specific Courses in the Skill Areas in the Bachelor of Professional Studies Degree

UW Colleges

If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your practical knowledge of BUSINESS OPERATIONS: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accounting</td>
<td>48</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>Managing people</td>
<td>80</td>
<td>58%</td>
</tr>
<tr>
<td>3</td>
<td>Project management</td>
<td>69</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>Marketing</td>
<td>52</td>
<td>38%</td>
</tr>
<tr>
<td>5</td>
<td>Finance</td>
<td>61</td>
<td>45%</td>
</tr>
<tr>
<td>6</td>
<td>Other (Please specify)</td>
<td>14</td>
<td>10%</td>
</tr>
</tbody>
</table>
If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your practical knowledge of INFORMATION AND TECHNICAL AREAS: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Current software programs</td>
<td>76</td>
<td>56%</td>
</tr>
<tr>
<td>2</td>
<td>Information retrieval resources (e.g. online databases, internet resources, etc)</td>
<td>70</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>Database construction and analysis</td>
<td>72</td>
<td>53%</td>
</tr>
<tr>
<td>4</td>
<td>Web design</td>
<td>60</td>
<td>44%</td>
</tr>
<tr>
<td>5</td>
<td>Computer-mediated communications (e.g. e-mail, social networking sites, discussion lists, etc)</td>
<td>41</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>Other (Please specify):</td>
<td>10</td>
<td>7%</td>
</tr>
</tbody>
</table>
If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your practical knowledge of COMMUNICATION: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developing and giving professional presentations</td>
<td>64</td>
<td>47%</td>
</tr>
<tr>
<td>2</td>
<td>Writing effectively for business or organizational purposes</td>
<td>71</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>Grant writing</td>
<td>57</td>
<td>42%</td>
</tr>
<tr>
<td>4</td>
<td>Using visuals to communicate effectively</td>
<td>51</td>
<td>37%</td>
</tr>
<tr>
<td>5</td>
<td>Communicating effectively in small groups</td>
<td>57</td>
<td>42%</td>
</tr>
<tr>
<td>6</td>
<td>Interviewing</td>
<td>53</td>
<td>39%</td>
</tr>
<tr>
<td>7</td>
<td>Communicating effectively as a leader</td>
<td>88</td>
<td>64%</td>
</tr>
<tr>
<td>8</td>
<td>Creating effective messages for a variety of stakeholders (internal and external audiences)</td>
<td>48</td>
<td>35%</td>
</tr>
<tr>
<td>9</td>
<td>Communicating effectively interpersonally (one-on-one)</td>
<td>58</td>
<td>42%</td>
</tr>
<tr>
<td>10</td>
<td>Communicating technical or scientific subjects to general audiences</td>
<td>55</td>
<td>40%</td>
</tr>
<tr>
<td>11</td>
<td>Communicating effectively interculturally</td>
<td>59</td>
<td>43%</td>
</tr>
<tr>
<td>12</td>
<td>Other (Please specify):</td>
<td>3</td>
<td>2%</td>
</tr>
</tbody>
</table>
If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your LEADERSHIP SKILLS: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local issues as they relate to my profession</td>
<td>82</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>National issues as they relate to my profession</td>
<td>68</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Global issues as they relate to my profession</td>
<td>60</td>
<td>44%</td>
</tr>
<tr>
<td>4</td>
<td>Strategic planning</td>
<td>92</td>
<td>67%</td>
</tr>
<tr>
<td>5</td>
<td>Problem-solving</td>
<td>108</td>
<td>79%</td>
</tr>
<tr>
<td>6</td>
<td>Working in a diverse environment</td>
<td>63</td>
<td>46%</td>
</tr>
<tr>
<td>7</td>
<td>Other (Please specify):</td>
<td>3</td>
<td>2%</td>
</tr>
</tbody>
</table>

Stop-outs

If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your practical knowledge of BUSINESS OPERATIONS: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accounting</td>
<td>29</td>
<td>29%</td>
</tr>
<tr>
<td>2</td>
<td>Managing people</td>
<td>49</td>
<td>49%</td>
</tr>
<tr>
<td>3</td>
<td>Project management</td>
<td>53</td>
<td>54%</td>
</tr>
<tr>
<td>4</td>
<td>Marketing</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td>5</td>
<td>Finance</td>
<td>38</td>
<td>38%</td>
</tr>
<tr>
<td>6</td>
<td>Other (Please specify):</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>
If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your practical knowledge of INFORMATION AND TECHNICAL AREAS: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Current software programs</td>
<td>53</td>
<td>55%</td>
</tr>
<tr>
<td>2</td>
<td>Information retrieval resources (e.g. online databases, internet resources, etc)</td>
<td>39</td>
<td>41%</td>
</tr>
<tr>
<td>3</td>
<td>Database construction and analysis</td>
<td>35</td>
<td>36%</td>
</tr>
<tr>
<td>4</td>
<td>Web design</td>
<td>35</td>
<td>36%</td>
</tr>
<tr>
<td>5</td>
<td>Computer-mediated communications (e.g. e-mail, social networking sites, discussion lists, etc)</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>6</td>
<td>Other (Please specify):</td>
<td>7</td>
<td>7%</td>
</tr>
</tbody>
</table>
If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your practical knowledge of COMMUNICATION: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developing and giving professional presentations</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Writing effectively for business or organizational purposes</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>Grant writing</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>Using visuals to communicate effectively</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Communicating effectively in small groups</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>Interviewing</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>Communicating effectively as a leader</td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>Creating effective messages for a variety of stakeholders (internal and external audiences)</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>Communicating effectively interpersonally (one-on-one)</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>10</td>
<td>Communicating technical or scientific subjects to general audiences</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>11</td>
<td>Communicating effectively interculturally</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>12</td>
<td>Other (Please specify):</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
If you were to begin an online bachelor's degree completion program, courses in which of the following areas would be most useful in enhancing your LEADERSHIP SKILLS: (Choose all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local issues as they relate to my profession</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>2</td>
<td>National issues as they relate to my profession</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>3</td>
<td>Global issues as they relate to my profession</td>
<td>39</td>
<td>39%</td>
</tr>
<tr>
<td>4</td>
<td>Strategic planning</td>
<td>64</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>Problem-solving</td>
<td>64</td>
<td>65%</td>
</tr>
<tr>
<td>6</td>
<td>Working in a diverse environment</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>Other (Please specify):</td>
<td>2</td>
<td>2%</td>
</tr>
</tbody>
</table>
Appendix C

Alignment between Learning Outcomes and Courses in which they will be Assessed

Outcome 1: Students will be able to identify and understand a breadth of knowledge across the arts, humanities, natural sciences, and social sciences to enhance their abilities to adapt to a changing workplace.

Assessed in the following courses:
IDIS 3XX The Workforce in Art, Literature, and Music
IDIS 3XX Science and Society
HIST 3XX Local History/Global History
PHIL 3XX Ethics in the Professions and the Community
ECON 3XX Economic Analysis of Urban Areas
SOC 3XX Sociology of Work
POLS 3XX The Psychology of Public Opinion

Outcome 2: Students will use behavioral and quantitative data to identify marketplace needs and opportunities and lead their organizations in an ethical and sustainable manner to meet them.

Assessed in the following courses:
PSAS 3XX Using Data to Make Decisions
PSB 3XX Principles of Management, Leadership and Project Management
PSB 3XX Marketing and Selling Your Ideas
PSB 3XX Human Resource and Legal Issues in the Workplace (or for Managers)
PSB 3XX Accounting for the Workplace

Outcome 3: Students will demonstrate proficiency with written and oral communication skills

Assessed in the following courses:
CJ 3XX Communication in Relationships and Cultural Contexts
CJ 3XX Communication in Organizations: Perspectives and Applications
CJ 3XX Communicating Effectively in Teams and Groups
CJ 4XX Analyzing and Improving Organizational Communication
PSB 3XX or 2XX Business Communication for Today’s Workforce
**Outcome 4:** Students will develop strong collaborative and leadership skills

*Assessed in the following courses:*
- PSB 3XX Principles of Management, Leadership and Project Management
- PSB 3XX Marketing and Selling Your Ideas
- CJ 3XX Communicating Effectively in Teams and Groups

**Outcome 5:** Students will increase their understanding of how technology relates to their professions

*Assessed in the following courses:*
- PSAS 30X Introduction to Organizational Leadership and Communication
- PSAS 3XX Using Data to Make Decisions
- CS 290 Introduction to Data Management

**Outcome 6:** Students will articulate ways in which diversity relates to their personal and professional lives

*Assessed in the following courses:*
- CJ 3XX Communication in Relationships and Cultural Contexts
- HIST 3XX Local History/Global History
- IDIS 3XX The Workforce in Art, Literature, and Music
- SOC 3XX Sociology of Work

**Outcome 7:** Students will expand their critical thinking, creative thinking, and ethical and socially responsible problem solving abilities

*Assessed in the following courses:*
- PHIL 3XX Ethics in the Professions and the Community
- IDIS 3XX The Workforce in Art, Literature, and Music
- HIST 3XX Local History/Global History
- IDIS 3XX Science and Society
- PSB 3XX Human Resource and Legal Issues in the Workplace (or for Managers)

**Outcome 8:** Students will make connections among disciplines as they relate to theoretical concepts, informational and quantitative literacy, and experiential learning with knowledge about their communities

*Assessed in the following courses:*
- PSAS 30X Introduction to Organizational Leadership and Communication
- PSAS 3XX Using Data to Make Decisions
- PSAS 4XX Organizational Leadership and Communication Capstone